



INTEGRATED STUDIES OF EDUCATIONAL TECHNOLOGY

WWW SURVEY OF DISTRICT TECHNOLOGY COORDINATORS

PLEASE NOTE:

THE ONLINE VERSION OF THIS SURVEY IMPLEMENTS SKIP PATTERNS THAT GUIDE THE RESPONDENT TO THE APPROPRIATE SERIES OF QUESTIONS. BECAUSE OF THIS AND OTHER PROGRAMMING CONSIDERATIONS, THE ONLINE VERSION WILL LOOK DIFFERENT FROM THIS HARD COPY OF THE DISTRICT SURVEY, BUT WILL HAVE THE SAME CONTENT.

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Public reporting burden for this collection of information is estimated to average about 120 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Department of Education, 400 Maryland Avenue, SW, Room 5624, Regional Office Building 3, Washington, DC 20202; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0179, Washington, DC 20503.

A project of the Department of Education, Planning and Evaluation Services.

This project is being conducted under Title III of PL 103-382 and the Telecommunications Act of 1996. While you are not required to respond, your cooperation is needed to make the results of the study comprehensive, accurate and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.

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SECTION I. THE ROLE OF TECHNOLOGY IN THE DISTRICT: TECHNOLOGY PLANNING

This section of the survey asks about the details of the district's technology-related planning. Please tell us about your district's strategic vision for the use of educational technology by answering the following questions.

1. Does your district have a technology plan? Please select one.¹

- ☐ Yes, we have a single district technology plan
- ☐ Yes, we have multiple technology plans (e.g., district technology plan; E-Rate technology plan)
- ☐ No, but the district is in the process of developing one.
- ☐ No, and the district does not currently have plans to develop one at this time.

2. What year did your district first write a technology plan?

3. Why did your district write a technology plan?

Our technology plan was written	YES	NO	DON'T KNOW	NOT APPLICABLE
...to guide and facilitate the effective use of technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...to guide and facilitate the acquisition of technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...to foster the integration of technology into instruction in the core subject areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...to foster the integration of technology into instruction in the non-core subject areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...in order to apply for TLCF funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...in order to apply for E-rate discounts and reimbursements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...in order to apply for State funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...in order to apply for other educational technology funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...in response to a State requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...in response to a district-level initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...to generate local support for educational technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...as part of a broader district improvement plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹ The Web-based survey will bring the respondent directly to Q7 if the answer to Q1 is "No" (i.e., will omit Qs 2-6 automatically). By the same token, if the district has a technology plan, they would not be asked Qs 7-8.

4. Has the district's original technology plan been revised?²

- ☐ Yes
☐ No

5. What year was your district's technology plan last revised?

6. What are the major goals of your district's technology initiatives and reforms, as reflected in the current technology plan? How much progress has been made toward achieving each goal?

Are any of the technology goals described in the district's <u>current</u> technology plan related to:	YES	NO	IF YES, HOW MUCH PROGRESS HAS BEEN MADE?		
			None, or too early to tell	Some Progress	A Great Deal of Progress
...professional development for teachers on the use of technology E.g., To improve teacher technology proficiency; to help teachers meet technology proficiency standards (formal or informal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...professional development for teachers on integrating technology into instruction E.g., To help teachers write lesson plans and units that integrate computer activities with curriculum; developing computer-based activities; training teachers how to implement data-driven instructional policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...using technology to provide professional development for teachers E.g., Providing access to distance learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...technical support for teachers E.g., To make available support personnel with expertise in computer, video or network technologies; to make available instructional support personnel with expertise in applying computer and network technologies in subject-matter curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the availability of modern computers in the classroom E.g., Providing enough computers to achieve a specific computer-to-student ratio; Making available a computer for each teacher's individual use in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...connectivity to the Internet E.g., Providing connections to the Internet to allow teachers and students to: acquire information from the World Wide Web (WWW); communicate with others outside of school; publish their work on the WWW	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...making software and online resources an integral part of every school curriculum E.g., Making available a large variety of drills, games and tutorial software for the full range of subjects taught; Making available software for storing and retrieving student work placed in electronic portfolios, for use in long-term assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...student outcomes E.g., Improve students' technology proficiency; narrow the digital divide (decrease the gap between poor and/or minority students' lower levels of technology access and use, relative to other students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

² The Web-based survey will omit Q5 if the answer to Q4 is "No" (i.e., will bring the respondent to Q6 automatically).

Are any of the technology goals described in the district's <u>current</u> technology plan related to:	YES	NO	IF YES, HOW MUCH PROGRESS HAS BEEN MADE?		
			None, or too early to tell	Some Progress	A Great Deal of Progress
...parent outcomes E.g., Increase parental involvement; improve communication with parents (e.g., making available on the Internet school calendars, emergency closures, school test scores, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...administrative outcomes E.g., Using technology to provide leadership; improve administrators' attitudes towards technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Why does the district not have a technology plan at this time?³

Reason why district currently does <u>not</u> have a technology plan	YES	NO
The district does not have personnel with the expertise or experience to write a technology plan	<input type="radio"/>	<input type="radio"/>
District personnel do not have the time to write a technology plan	<input type="radio"/>	<input type="radio"/>
The district does not have the monetary resources	<input type="radio"/>	<input type="radio"/>
The district does not see the need for a technology plan at this time	<input type="radio"/>	<input type="radio"/>
The district has competing initiatives that have taken priority (e.g., spending funds on reducing class size)	<input type="radio"/>	<input type="radio"/>
Technology plans in the district are written at the school, rather than district level (i.e., the decision to write a technology plan is a school-level decision)	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

8. What are the major goals of your district's technology initiatives and reforms? How much progress has been made toward achieving each goal?

Are any of the district's <u>current</u> technology goals related to:	YES	NO	IF YES, HOW MUCH PROGRESS HAS BEEN MADE?		
			None, or too early to tell	Some Progress	A Great Deal of Progress
...professional development for teachers on the use of technology E.g., To improve teacher technology proficiency; to help teachers meet technology proficiency standards (formal or informal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...professional development for teachers on integrating technology into instruction E.g., To help teachers write lesson plans and units that integrate computer activities with curriculum; developing computer-based activities; training teachers how to implement data-driven instructional policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

³ The Web-based survey will omit Qs 7-8 if the answer to Q1 was "Yes."

Are any of the district's <u>current</u> technology goals related to:	YES	NO	IF YES, HOW MUCH PROGRESS HAS BEEN MADE?		
			None, or too early to tell	Some Progress	A Great Deal of Progress
...using technology to provide professional development for teachers E.g., Providing access to distance learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...technical support for teachers E.g., To make available support personnel with expertise in computer, video or network technologies; to make available instructional support personnel with expertise in applying computer and network technologies in subject-matter curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the availability of modern computers in the classroom E.g., Providing enough computers to achieve a specific computer-to-student ratio; Making available a computer for each teacher's individual use in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...connectivity to the Internet E.g., Providing connections to the Internet to allow teachers and students to: acquire information from the World Wide Web (WWW); communicate with others outside of school; publish their work on the WWW	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...making software and online resources an integral part of every school curriculum E.g., Making available a large variety of drills, games and tutorial software for the full range of subjects taught; Making available software for storing and retrieving student work placed in electronic portfolios, for use in long-term assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...student outcomes E.g., Improve students' technology proficiency; narrow the digital divide (decrease the gap between poor and/or minority students' lower levels of technology access and use, relative to other students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...parent outcomes E.g., Increase parental involvement; improve communication with parents (e.g., making available on the Internet school calendars, emergency closures, school test scores, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...administrative outcomes E.g., Using technology to provide leadership; improve administrators' attitudes towards technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION II. THE ROLE OF TECHNOLOGY IN THE DISTRICT: TLCF FUNDING

This series of questions asks about your experience with applying for TLCF funding. If your district applied for funds more than once, please tell us about what your overall experience was like, across the multiple applications.

The TLCF is a formula grant program that provides money to the 50 States, the District of Columbia, the territories, and the Bureau of Indian Affairs to accelerate the implementation of Statewide technology plans. Funds are allocated to States proportionate to their share under Part A of Title I of ESEA—that is, proportionate to the number of students in poverty—but with a minimum allocation to any state of one-half of one percent of the amount appropriated. Upon award of a grant, each State distributes sub-grants to LEAs on a competitive basis.

1. Has your district ever applied for TLCF funding?⁴

- ☐ Yes (check all that apply below)
 - ☐ as an individual applicant
 - ☐ as the fiscal agent of a consortium
 - ☐ as a member of a consortium (not as the fiscal agent)
- ☐ No
- ☐ Don't Know

2. Why has the district not applied for TLCF funding?

Reason why district has <u>not</u> applied for TLCF funding	YES	NO
The district was not aware of this source of funding for educational technology	<input type="radio"/>	<input type="radio"/>
The district does not have personnel with the expertise or experience to write a proposal	<input type="radio"/>	<input type="radio"/>
District personnel do not have the time to write a proposal	<input type="radio"/>	<input type="radio"/>
The district does not have the monetary resources	<input type="radio"/>	<input type="radio"/>
The district does not see the need for TLCF funding	<input type="radio"/>	<input type="radio"/>
The district did not have an approved technology plan	<input type="radio"/>	<input type="radio"/>
The district was not eligible to apply (e.g., funds were restricted to districts of a certain poverty level and the district did not meet poverty restrictions)	<input type="radio"/>	<input type="radio"/>
Restrictions on uses of funds were not compatible with district priorities or needs (e.g., funds were limited to connectivity but district has priority and/or need for professional development)	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

⁴ If the answer to Q1 is "Yes" the Web-based survey will bring the respondent to Qs 3-8 automatically. If the answer to Q1 is "No" or "Don't Know," the respondent will be taken to Q2, and then to Q9 automatically.

3. Please tell us about your experience in general with applying for TLCF funds. What type of technical assistance was available to your district? If your district obtained technical assistance, how would you rate the effectiveness of the assistance?

TYPE OF TECHNICAL ASSISTANCE	WAS THIS FORM OF ASSISTANCE AVAILABLE?			IF OBTAINED: HOW USEFUL WAS THE ASSISTANCE?			IF NOT OBTAINED:
	Yes	No	Don't Know	Not at All Useful	Somewhat Useful	Very Useful	I would like to have this type of TA available in the future
FROM THE STATE:							
State-wide conference or regional briefings to discuss competition requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training sessions for grant writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training sessions for developing technology plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback on district technology plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance in developing plans for evaluating the use of educational technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District visits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone/email help lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web-based materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-mail distribution list or listserv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sample technology plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sample successful proposals (whole or pieces of proposals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FROM THE FEDERAL GOVERNMENT (e.g., R*TEC, regional education laboratory, U.S. Dept. of Education web site):							
Grant-writing assistance/consultations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grant writing services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FROM COMMERCIAL SOURCES (e.g., vendors):							
Grant-writing assistance/consultations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grant writing services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FROM OTHER GROUPS (e.g., a professional organization, an institution of higher education):							
Grant-writing assistance/consultations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grant writing services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Which format for delivering technical assistance did you (would you) find most helpful, in-person or information resources? Please select one:

- ☐ In-person (e.g., training sessions, district visits)
☐ Information resources (e.g., Web-based materials, sample technology plans)

5. How much of a role did the following factors play in the decision to apply for TLCF funding?

We decided to apply for TLCF funding because:	NOT APPLICABLE	DID NOT PLAY A ROLE	MINOR ROLE	MAJOR ROLE
The district needed additional funding to carry out its technology plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district wanted to start a new technology initiative with TLCF funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district technology committee encouraged the application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A district administrator encouraged the application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The technology coordinator encouraged the application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The State encouraged us to apply	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district was asked by another district to be involved in a consortium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please list below the number of separate awards your district received during each school year in response to your State's TLCF competitions:⁵

The district has never received any TLCF funding.	<input type="radio"/>
---	-----------------------

School Year	Number awarded as a SINGLE district applicant	Number awarded as a CONSORTIUM member
1997-1998		
1998-1999		
1999-2000		

7. Has TLCF funding enabled your district to make progress toward the goals of your current district technology plan? If so, to what extent has the TLCF helped in progress toward each goal?⁶

Goal of district's <u>current</u> technology initiatives/reforms	DID THE TLCF HELP FUND THIS GOAL?			IF THE TLCF HELPED FUND THIS GOAL: HOW MUCH IMPACT HAS THE TLCF FUNDING HAD ON PROGRESS TOWARD THE GOAL?			
	Yes	No	Not Sure/ Don't Know	We have not yet begun work on this	A Little	A Moderate Amount	A Great Deal
Goals related to professional development for teachers on the use of technology E.g., To improve teacher technology proficiency; to help teachers meet technology proficiency standards (formal or informal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⁵ The Web-based survey will omit Q8 if the answer to Q7 is "The district has never received any TLCF funding" (i.e., will bring the respondent to Section III).

⁶ To limit burden, the interactive version of the survey will select only the goals that were identified in Section I, Q6 to show the respondent on the screen.

SECTION III. TECHNOLOGY RESOURCES: USE OF FUNDS FOR EDUCATIONAL TECHNOLOGY

Here, we would like to know about how the district directed its technology resources. Please tell us about how your district used its technology funds.

1. To what extent was overall technology funding directed to the following uses during the 1999-2000 school year?

Degree to which <u>overall funding</u> has been directed to the following technology-related uses:	What percentage of funds was directed to this use during the 1999-2000 school year?
Professional development for teachers: Focus on technology use and skills (e.g., in computer basics, using multimedia, etc.)	_____ %
Professional development for teachers: Focus on integrating technology for instruction (e.g., teaching core academic subject areas, writing lesson plans and units that integrate computer activities with curriculum; developing computer-based activities; implementing research-based best practices)	_____ %
Technology maintenance and technical support (e.g., installing, troubleshooting, maintaining equipment, networks, operating systems and software)	_____ %
Computers and other educational technology hardware (e.g., purchasing more computers or peripherals, upgrading existing stock)	_____ %
Connectivity to the Internet: Wiring and infrastructure	_____ %
Connectivity to the Internet: Costs for services (e.g., cost of internet service provider; telecommunications costs)	_____ %
Software and online resources (e.g., purchasing new software or additional copies or licenses for instructional or administrative uses)	_____ %
Distance learning (e.g., telecourses for students; Web-based professional development for teachers)	_____ %
Program administration and other activities related to program administration (e.g., to pay the salary of the Technology and/or Network Coordinator)	_____ %
Program evaluation	_____ %
Other. Please specify:	_____ %
TOTAL	100%

2. To what extent was TLCF funding directed to the following uses during the 1999-2000 school year?⁷

Degree to which <u>TLCF funding</u> has been directed to the following technology-related uses:	What percentage of funds was directed to this use during the 1999-2000 school year?
Professional development for teachers: Focus on technology use and skills (e.g., in computer basics, using multimedia, etc.)	_____%
Professional development for teachers: Focus on integrating technology for instruction (e.g., teaching core academic subject areas, writing lesson plans and units that integrate computer activities with curriculum; developing computer-based activities; implementing research-based best practices)	_____%
Technology maintenance and technical support (e.g., installing, troubleshooting, maintaining equipment, networks, operating systems and software)	_____%
Computers and other educational technology hardware (e.g., purchasing more computers or peripherals, upgrading existing stock)	_____%
Connectivity to the Internet: Wiring and infrastructure	_____%
Connectivity to the Internet: Costs for services (e.g., cost of internet service provider; telecommunications costs)	_____%
Software and online resources (e.g., purchasing new software or additional copies or licenses for instructional or administrative uses)	_____%
Distance learning (e.g., telecourses for students; Web-based professional development for teachers)	_____%
Program administration and other activities related to program administration (e.g., to pay the salary of the Technology and/or Network Coordinator)	_____%
Program evaluation	_____%
Other. Please specify:	_____%
TOTAL	100%

3. Were TLCF funds targeted to specific types of schools?⁸

- ☐ Yes
☐ No (TLCF funds did not go to schools directly or were used for all the schools in the district)

⁷ Questions 2-6 will be asked only of districts that have previously indicated that they received TLCF funds (in Section II, Q6).

⁸ Q4 will be asked only if the answer to Q3 is "Yes." If the answer to Q3 is "No" the respondent will be taken automatically to Q5.

4. To what type of schools was TLCF funding directed during the 1999-2000 school year?

In my district, TLCF funding supported activities targeted to:	YES	NO
Schools that showed initiative in application process	<input type="radio"/>	<input type="radio"/>
Schools receiving Title I funds	<input type="radio"/>	<input type="radio"/>
Schools with a large number of LEP students	<input type="radio"/>	<input type="radio"/>
Schools with a large number of students with disabilities	<input type="radio"/>	<input type="radio"/>
Low performing schools	<input type="radio"/>	<input type="radio"/>
High performing schools	<input type="radio"/>	<input type="radio"/>
Elementary schools	<input type="radio"/>	<input type="radio"/>
Middle/Junior High schools	<input type="radio"/>	<input type="radio"/>
High schools	<input type="radio"/>	<input type="radio"/>
High poverty schools	<input type="radio"/>	<input type="radio"/>
Schools demonstrating high technology need	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

5. Has the TLCF award(s) your district received resulted in what you consider to be significant, substantial additional funds or in-kind contributions (i.e., contributions consisting of donated time, equipment or services, rather than funds)?

The TLCF award(s) received by the district resulted in:	YES	NO
Additional funding for technology from:		
State education agency	<input type="radio"/>	<input type="radio"/>
Other State agency (e.g., Department of Labor)	<input type="radio"/>	<input type="radio"/>
Other local public agency (e.g., Library System)	<input type="radio"/>	<input type="radio"/>
Business/Industry	<input type="radio"/>	<input type="radio"/>
Foundation or other non-profit organization	<input type="radio"/>	<input type="radio"/>
Institution of higher education	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>
Additional in-kind contributions from:		
State education agency	<input type="radio"/>	<input type="radio"/>
Other State agency (e.g., Department of Labor)	<input type="radio"/>	<input type="radio"/>
Other local public agency (e.g., Library System)	<input type="radio"/>	<input type="radio"/>
Business/Industry	<input type="radio"/>	<input type="radio"/>
Foundation or other non-profit organization	<input type="radio"/>	<input type="radio"/>
Institution of higher education	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

Method used in the district for increasing teachers' ability to effectively use educational technology:	WAS THIS TYPE OF METHOD USED?			IF USED, HOW MUCH OF A FACTOR IS THIS METHOD IN YOUR DISTRICT'S EFFORTS TO PROVIDE TECHNOLOGY-RELATED PROFESSIONAL DEVELOPMENT?		
	YES	NO	DON'T KNOW	NOT A FACTOR	MINOR FACTOR	MAJOR FACTOR
Partnering with an organization that provides volunteer trainers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging partnerships between individual schools, within the district or across district lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contracting with a software vendor or other for-profit company that provides professional development in the use of technology in instruction. Please specify vendor _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities for teachers to collaborate with peers, share lesson plans and information related to educational technology via the Internet or other telecommunications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing teachers with the opportunity to participate in courses about the use of technology in instruction via the Internet, video conferencing, or other form of distance learning strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sending teachers or technology leaders to technology-related training with the expectation that they will return to their schools and train other teachers ("train the trainer" approach)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having teachers or teacher teams develop new curriculum units that incorporate technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating and supporting teacher study groups that meet regularly to work on using educational technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring building level technology coordinators to work with teachers on incorporating technology into teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training students to serve as technology trainers for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sending teachers to workshops, conferences or summer institutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing courses at a teacher resource center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sending teachers and students together to workshops or summer institutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please estimate what percentage of each category of teacher received technology-related professional development provided or paid for by the district from July 1999 – June 2000:

Type of teacher	HOW MANY RECEIVED PROFESSIONAL DEVELOPMENT?
All Teachers	_____ %
Elementary School Teachers (total, grades PK-5)	_____ %
Middle/Junior High School Teachers (total, grades 6-8)	_____ %
High School Teachers (total, grades 9-12)	_____ %
School librarians/media specialists	_____ %
Other Teachers. Please specify:	_____ %

4. What was emphasized in the professional development programs provided or paid for by your district from July 1999 – June 2000?

Emphasized in professional development:	TOPIC WAS NOT COVERED	IF COVERED, HOW MUCH WAS THE TOPIC EMPHASIZED?		
		Low emphasis	Moderate emphasis	High emphasis
Basic computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of various software application packages (e.g., Power Point, spreadsheets, PhotoShop, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to integrate technology into the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective/ethical use of the WWW	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating activities using technology and the WWW	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to take advantage of distance learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to use technology to help students improve basic academic skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New ways to assess student work using technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using software or technology activities that have already been developed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeing demonstrations of technology-incorporated classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about technology activities that require only 1 computer per classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to manage classroom activities that integrate technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to select good software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to write grant applications for more technology resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please consider all of the forms of professional development provided or paid for by the district from July 1999 – June 2000. How much professional development was supplied by the following individuals or groups?

The amount of professional development provided by:	NONE (0%)	SOME (1-25%)	A MODERATE AMOUNT (26-50%)	MOST (51-75%)	ALL OR ALMOST ALL (76-100%)
The technology coordinator (formally assigned)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Librarian/Media specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District office technology coordination staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expert teachers or school administrators from within your district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expert teachers or school administrators from outside your district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty or staff from institutions of higher education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent consultants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For-profit vendors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State, regional, or county technical assistance or resource center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Representatives from a volunteer organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An online professional development community or other online resource	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please consider the different types of technology-related professional development provided or paid for by the district during the 1999-2000 school year. To what extent would you say the majority of these activities had the following characteristics?

Was the technology-related professional development provided by the district:	To what extent were characteristics present?		
	Not at All	Somewhat	A Great Deal
... directly related to the content teachers teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...appropriate to teachers' varying levels of knowledge, skills and interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...reflective of the best available research and practice in teaching, learning, and leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...for a substantial amount of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...over multiple sessions, not a one-time experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...followed by planning time during the workday to implement new practices in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...driven by a long-term plan, consistent with the goals for technology use in your district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...inclusive to other members of the school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...accessible during school hours (i.e., substitutes were provided so teachers could attend professional development courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...accessible during evening/weekend hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...planned or delivered with input from teachers in your district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...an opportunity for teachers to meaningfully engage with colleagues and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...effective in increasing teachers' ability to appropriately use educational technology in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Does the district have technology training centers?

The district has technology training centers for:	YES	NO	If Yes, is the training center open after school or on the weekends?	
			YES	NO
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. As a whole, how well is your district able to meet the need for technology-related teacher professional development?

- ☐ Not very well
- ☐ Fairly well
- ☐ Very well

9. Is teacher proficiency in technology a preference or consideration in hiring? Please select one:

- ☐ Technology proficiency is a district requirement.
- ☐ Technology proficiency is preferred, but not required.
- ☐ Technology proficiency is not a consideration.
- ☐ Can't answer: hiring is done at the school level.

10. How have district technology proficiency standards affected practicing teachers?

Teachers are not required to meet district proficiency standards		<input type="radio"/>
	YES	NO
Are currently required to meet proficiency standards (e.g., a requirement for teacher re-certification):		
Elementary school teachers	<input type="radio"/>	<input type="radio"/>
Middle school teachers	<input type="radio"/>	<input type="radio"/>
High school teachers	<input type="radio"/>	<input type="radio"/>
School librarians/Media specialists	<input type="radio"/>	<input type="radio"/>
Are not currently , but will be required to meet proficiency standards in the future: What year will the requirement take effect?		
Elementary school teachers	<input type="radio"/>	<input type="radio"/>
Middle school teachers	<input type="radio"/>	<input type="radio"/>
High school teachers	<input type="radio"/>	<input type="radio"/>
School librarians/Media specialists	<input type="radio"/>	<input type="radio"/>

11. What forms of technology support does your district provide? What is the primary means for meeting the need for each type of technical support?

[illegible]

12. How well is your district able to meet the need for specific types of technical support?⁹

Type of technical support	IF YOUR DISTRICT PROVIDES THIS TYPE OF TECHNICAL SUPPORT: HOW WELL IS THE NEED FOR SUPPORT MET?		
	Not very well	Fairly well	Extremely well
Installing equipment and networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Troubleshooting and maintaining equipment and networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Installing operating systems and software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Troubleshooting and maintaining operating systems and software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping teachers to integrate computer activities with curriculum (e.g., help in preparing lesson plans)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting and acquiring computer-related hardware, software and support materials for schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Are teachers who serve as technology resources in the schools provided stipends or release time?

☐ Yes

If yes, what is the average stipend or amount of release time? _____

☐ No

☐ Can't answer: decision is made at the school level.

14. Do students serve as technology resources in the schools?

☐ Yes

☐ No

☐ Can't answer: use of student technicians is decided at the school level.

15. Please tell us about your district's staffing levels for educational technology support by filling in the table below:

Educational Technology Staff Member and Title	Primary Responsibilities (e.g., providing technical support, providing professional development)	FTE	Salary Range

⁹ Only the forms of technical support that the district makes available (as reported from Q11) will be shown to the respondent in Q12.

SECTION V. TECHNOLOGY AND INSTRUCTION: EQUIPMENT AVAILABILITY AND USE

One of the national technology goals is "All teachers and students will have modern computers in their classrooms." Please answer the following questions about equipment availability and use in your district.

1. Please tell us about the amount of equipment that was available in your district as of June 30, 1997 (i.e., at the end of the 1996 – 1997 school year).

The pre-filled information for Question 1 was taken from the 1997 Market Data Resources (MDR) Annual Technology Survey. Because MDR uses estimates to replace any missing data, the information may not be correct. We ask that you take a few moments to review the pre-filled information for accuracy. Please make any necessary corrections in the space provided.

Type of Computer (including laptops)	TOTAL NUMBER AVAILABLE	NUMBER AVAILABLE IN...			
		Classrooms	Computer Labs	Library or Media Center	Administrative Offices
Multimedia (any brand) MDR defines "multimedia computer" as a computer that has a sound card and a CD-ROM drive	<i>pre-filled</i>	<i>pre-filled</i>	<i>pre-filled</i>	<i>pre-filled</i>	<i>pre-filled</i>
Not multimedia (all others)	<i>pre-filled</i>	<i>pre-filled</i>	<i>pre-filled</i>	<i>pre-filled</i>	<i>pre-filled</i>

2. Please tell us about the amount of equipment available in your district as of June 30, 2000 (i.e., at the end of the 1999 – 2000 school year).

Type of Computer (including laptops)	TOTAL NUMBER AVAILABLE	NUMBER AVAILABLE IN...			
		Classrooms	Computer Labs	Library or Media Center	Administrative Offices
Multimedia (any brand) MDR defines "multimedia computer" as a computer that has a sound card and a CD-ROM drive					
Not multimedia (all others)					

3. To what degree have the following been barriers to the expanded use of educational technology?

	NOT A BARRIER	MINOR BARRIER	MAJOR BARRIER
Hardware Resources			
Insufficient number of computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient number of peripheral devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient number of other types of technology hardware (e.g., graphing calculators, TVs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet Resource Quality			
Internet connections aren't fast or reliable enough for use during instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of age-appropriate or educationally-relevant Web sites for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOT A BARRIER	MINOR BARRIER	MAJOR BARRIER
Software Resources			
A lack of age-appropriate or educationally-relevant software resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of software products aligned with State standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Logistical/Other Barriers:			
Lack of trained technical staff available for:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...product and service acquisition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...installation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...equipment maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School building electric power supply and wiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School building HVAC (heating, ventilation, air conditioning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School building security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of space in school buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of adequately trained administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of adequately trained teachers and other instructional staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION VI. TECHNOLOGY AND INSTRUCTION: USE OF SOFTWARE AND ONLINE RESOURCES IN THE CURRICULUM

One of the national technology goals is “Effective and engaging software and online resources will be an integral part of every school curriculum.” Please tell us about the ways in which the district is promoting different uses of software by answering the following questions.

1. Does your district have technology standards for students (e.g., standards regarding proficiencies, uses of technology)? How were they developed?

Our district does not have technology standards for students	<input type="radio"/>
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If the district has technology standards for students, how were they developed?	YES	NO
The district uses the same standards as the State.	<input type="radio"/>	<input type="radio"/>
We adopted the International Society for Technology in Education's (ISTE) or another organization's or entity's technology standards: Please specify which organizations or entities:	<input type="radio"/>	<input type="radio"/>
We developed our own technology standards, which were adapted from various sources. Please specify whose standards were adapted or used as models for your district's purposes:	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

2. To what extent does the district promote various ways students can use computers?¹⁰

Student use of computers is not promoted at the district level (i.e., it is promoted at another level, such as the school).	<input type="radio"/>
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The district promotes <u>student</u> use of computers for:	NOT AT ALL	SOMEWHAT	A GREAT DEAL
...obtaining information related to course content (e.g., doing research for a project)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...practicing and mastering skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...presenting information to an audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...analyzing information and solving problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...working collaboratively with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...producing multimedia or video reports/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...expressing themselves in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...communicating electronically with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...improving students' computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹⁰ If the district does not promote any specific student uses of computers, the interactive version will bring the respondent automatically to Q4.

3. How is the district promoting various types of student use of computers? To what extent does the district use the following strategies/policies?

The district promotes <u>student</u> use of computers by:	NOT AT ALL	SOMEWHAT	A GREAT DEAL
Providing the appropriate software to schools (through district purchasing or by giving schools funds earmarked for educational software)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommending the use during the course of professional development activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including the use in the curriculum (as "good practice" or in model lessons given to teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring that the use is included in other district documents as a good example of integration technology in the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing a policy that building-level technical assistance is available at all schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requiring educational technology training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering optional educational technology training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentor follow-ups to training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing within-district trainers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing outside-district trainers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing online support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnering with institutions of higher education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Are there written district policies regarding the appropriate use of computers and the Internet by students and/or teachers?

For Teachers	For Students
<input type="radio"/> Yes	<input type="radio"/> Yes
<input type="radio"/> No	<input type="radio"/> No

5. What types of policies and/or procedures does your district use to ensure appropriate use of computers?

District computer use policy	YES	NO
Students must sign a "contract" agreeing to use computers for appropriate purposes	<input type="radio"/>	<input type="radio"/>
Teachers and librarians/media specialists use classroom management techniques to monitor use and instruct students on appropriate use	<input type="radio"/>	<input type="radio"/>
Teachers and librarians/media specialists receive professional development on the appropriate use of the Internet in their classrooms	<input type="radio"/>	<input type="radio"/>
Filters (i.e., a mechanism to limit Internet access to certain forms of information) are installed on computers	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

SECTION VII. TECHNOLOGY AND INSTRUCTION: CONNECTIVITY TO NETWORKS AND THE INTERNET

One of the national technology goals is "Every classroom will be connected to the Internet." Please tell us about your district's network and Internet connectivity by answering the following questions.

1. How does the greatest percentage of instructional computers connect to the Internet?

Type of Internet connection:	YES	NO
Modem line (dial-out)	<input type="radio"/>	<input type="radio"/>
T1 line	<input type="radio"/>	<input type="radio"/>
T3 line	<input type="radio"/>	<input type="radio"/>
DSL line	<input type="radio"/>	<input type="radio"/>
ISDN line	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

2. What is the top speed of the Internet connection for the greatest percentage of instructional computers? Please select one.

If your speed is not listed, please choose the number that is closest.

- ☐ 28.8 K or slower
- ☐ 56 K
- ☐ 256 K
- ☐ 512 K
- ☐ 1.5 M (also known as T1)
- ☐ 45 M (also known as T3)
- ☐ Other. Please specify: _____
- ☐ Don't Know

SECTION VIII. EVALUATION OF TECHNOLOGY INITIATIVES

An important aspect of program implementation is evaluation of the program itself. Please tell us about the ways your district is assessing the impact of its technology initiatives.

1. Did the district conduct, or is the district planning to conduct any evaluations of its educational technology initiatives? If so, why were district evaluations of educational technology conducted?

The district did not and is not planning to conduct any evaluations of educational technology. ¹¹	<input type="radio"/>
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Evaluations were conducted because of a:	YES	NO
Evaluations were a component of the district technology plan	<input type="radio"/>	<input type="radio"/>
For accountability purposes	<input type="radio"/>	<input type="radio"/>
For program improvement	<input type="radio"/>	<input type="radio"/>
To provide data to schools and the district	<input type="radio"/>	<input type="radio"/>
To collect information for use in district-level decision-making	<input type="radio"/>	<input type="radio"/>
To qualify for E-Rate	<input type="radio"/>	<input type="radio"/>
Evaluations were a federal requirement	<input type="radio"/>	<input type="radio"/>
Evaluations were a State requirement	<input type="radio"/>	<input type="radio"/>
Evaluations were a requirement for private funding	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

2. What data does your district collect (or plan to collect) to evaluate the use of educational technology? Please include data gathered by the district itself and data obtained from a third party (e.g., State, commercial data provider).

Educational technology data collected	NEVER BEEN COLLECTED AND NO PLANS TO COLLECT	COLLECTED, BUT NOT ON A REGULAR BASIS	COLLECTED ON A REGULAR BASIS (AT LEAST EVERY 2 YEARS)	COLLECTION IS PLANNED
Professional Development Related to the Use of Technology for Instruction				
Numbers of teachers receiving professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duration of professional development for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content of professional development for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of courses taken/continuing education credits earned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Support for Teachers				
Amount of technical assistance for teachers (e.g., number of support requests fulfilled; number of support staff available)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of technical assistance for teachers (e.g., response time to support requests; ratings of effectiveness of assistance given)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of Modern Computers in the Classroom				
Hardware inventory (e.g., numbers of computers, peripherals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹¹ If no evaluations were collected the respondent will be brought to Q11 automatically.

Educational technology data collected	NEVER BEEN COLLECTED AND NO PLANS TO COLLECT	COLLECTED, BUT NOT ON A REGULAR BASIS	COLLECTED ON A REGULAR BASIS (AT LEAST EVERY 2 YEARS)	COLLECTION IS PLANNED
Security procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Status of implementation (e.g., has the equipment been installed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student <u>access</u> to computers in instructional contexts (e.g., types of computers available, location of equipment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to technology in high poverty schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of technology in high poverty schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of time students use technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student home access to computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student community access to computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connectivity to the Internet				
Student school access to the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student home access to the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student community access to the Internet (e.g., in community centers or libraries)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counts or percentages of classrooms and schools networked to a LAN or WAN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student home access to the LAN or WAN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student community access to the LAN or WAN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making Software and Online Resources an Integral Part of Every School Curriculum				
Amount of software available (e.g., how many computers have a specific type of software installed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Types of software available (e.g., word processing, graphics, skill exercises or practice programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What outcome data related to educational technology does your district collect (or plan to collect)? Please include data gathered by the district itself and data obtained from a third party (e.g., State, commercial data provider).

Technology-related outcome data being collected	NEVER BEEN COLLECTED AND NO PLANS TO COLLECT	COLLECTED, BUT NOT ON A REGULAR BASIS	COLLECTED ON A REGULAR BASIS (AT LEAST EVERY 2 YEARS)	COLLECTION IS PLANNED
Teacher Outcomes				
Teacher technology proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher use of technology in preparing lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher use of technology during instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher use of computerized testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher use of student performance data to improve instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher integration of technology into subject area lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher collaboration using technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Technology-related outcome data being collected	NEVER BEEN COLLECTED AND NO PLANS TO COLLECT	COLLECTED, BUT NOT ON A REGULAR BASIS	COLLECTED ON A REGULAR BASIS (AT LEAST EVERY 2 YEARS)	COLLECTION IS PLANNED
Role of technology in classroom organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of teaching using technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher attitudes towards technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Outcomes				
Student technology proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Purposes for which students use technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact of technology on student achievement on State or local assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact of technology on improving students' critical thinking strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact of technology on improving students' achievement in core subject areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' attitudes towards technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact of technology on other student-related outcomes such as educational aspirations, dropout rates or attendance. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental Outcomes				
Impact of technology on parental satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact of technology on parental involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental attitudes towards technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact of technology on communication with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrator Outcomes				
Impact of technology on administrative efficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators' attitudes toward technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators' use of technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Outcomes. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Does the district evaluate its technology-related professional development activities?

- ☐ No.
☐ Yes, but the results of the evaluation are not available.
☐ Yes, the results of the evaluation are available.

5. How does (or will) the district evaluate teacher proficiency in technology?¹²

Method of assessment	YES	NO
Completion of a specific number of hours of technology-related pre-service training or in-service professional development	<input type="radio"/>	<input type="radio"/>
Paper and pencil assessment	<input type="radio"/>	<input type="radio"/>

¹² Q5 will be asked only if the response to the "Teacher technology proficiency" option in Q3 was rated as "Collected on a regular basis (at least every 2 years)" or "Collection is planned."

Computerized performance assessment	<input type="radio"/>	<input type="radio"/>
Classroom observation	<input type="radio"/>	<input type="radio"/>
Portfolios	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

6. How does (or will) the district evaluate student proficiency in technology?¹³

Method of assessment	YES	NO
Completion of a required class in technology	<input type="radio"/>	<input type="radio"/>
Paper and pencil assessment	<input type="radio"/>	<input type="radio"/>
On-line performance assessment	<input type="radio"/>	<input type="radio"/>
Classroom observation	<input type="radio"/>	<input type="radio"/>
Portfolios	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>

7. If the district has assessed (or is planning to assess) the impact of technology on student outcomes, which subject areas and grade levels were (will be) assessed?¹⁴

	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Have the results of district evaluations of the use of educational technology been reported? If so, who received the information? How was the information reported?

Results of district evaluations of educational technology have not been reported	<input type="radio"/>
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	YES	NO	DON'T KNOW
Who received the information:			
Legislators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The State	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹³ Q6 will be asked only if the response to the "Student technology proficiency" option in Q3 was rated as "Collected on a regular basis (at least every 2 years)" or "Collection is planned."

¹⁴ Q7 will be asked only if the response to the "Student technology proficiency" option in Q3 was rated as "Collected on a regular basis (at least every 2 years)" or "Collection is planned."

	YES	NO	DON'T KNOW
How information was reported:			
Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newsletters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Published report (e.g., technical report)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Press release	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is the report available electronically? If so, please list the URL:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION IX. RESPONDENT BACKGROUND AND FINAL THOUGHTS

This final section of the survey focuses on you, the District Technology Coordinator. We would like to learn a little bit about your background and training, so that we can develop a portrait of the characteristics of District Technology Coordinators. We are also using this section as a way of offering you a chance to voice any comments you have about the TLCF or about this survey. Please answer the following questions:

1. Which of the following most closely describes your job title? Check as many as apply.

- ☐ District Superintendent
- ☐ Assistant Superintendent
- ☐ Technology Coordinator/Director
- ☐ Division Director (e.g., Director of Curriculum)
- ☐ Principal/Assistant Principal
- ☐ Teacher
- ☐ Researcher/Evaluator
- ☐ Professional Development Specialist
- ☐ Other. Please specify: _____

2. What percentage of your work time is spent in the following tasks?

What percentage of your work time is spent on	NONE	1-25%	26-50%	51-75%	76-100%
...classroom teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...general administration?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...media specialization?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...research/evaluation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...curriculum development?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...providing technical support? (e.g., supporting technology, computers or networks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...providing professional development?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...receiving professional development?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How long have you been in your current (or similar) position?

- ☐ less than one year
- ☐ 1-3 years
- ☐ 4-6 years
- ☐ 7-9 years
- ☐ 10 years or more

4. How long have you been employed within your current district?

- ☐ less than one year
- ☐ 1-3 years
- ☐ 4-6 years
- ☐ 7-9 years
- ☐ 10 years or more

5. In your undergraduate and/or graduate training, did you study with a special emphasis on any of the following areas?

Subject Area	YES	NO
Administration	<input type="radio"/>	<input type="radio"/>
Teaching elementary school (PK-5)	<input type="radio"/>	<input type="radio"/>
Teaching middle school (6-8)	<input type="radio"/>	<input type="radio"/>
...specializing in mathematics	<input type="radio"/>	<input type="radio"/>
...specializing in science	<input type="radio"/>	<input type="radio"/>
...specializing in language arts	<input type="radio"/>	<input type="radio"/>
...specializing in social studies	<input type="radio"/>	<input type="radio"/>
Teaching high school (9-12)	<input type="radio"/>	<input type="radio"/>
...specializing in mathematics	<input type="radio"/>	<input type="radio"/>
...specializing in science	<input type="radio"/>	<input type="radio"/>
...specializing in language arts	<input type="radio"/>	<input type="radio"/>
...specializing in social studies	<input type="radio"/>	<input type="radio"/>
Curriculum Development	<input type="radio"/>	<input type="radio"/>
Professional Development	<input type="radio"/>	<input type="radio"/>
Educational Technology	<input type="radio"/>	<input type="radio"/>
Computer Systems	<input type="radio"/>	<input type="radio"/>
Media Coordinator	<input type="radio"/>	<input type="radio"/>

THANK YOU!

WE ARE VERY GRATEFUL FOR YOUR CONTRIBUTIONS TO THIS PROJECT.

If you have any questions about this survey, please contact Teresa García at tgarcia@air.org, or call toll-free, at 1-888-944-5001 (select Option 3). All study participants will be notified of the availability of the final report once it is completed. Please use the space below to share any comments or thoughts you have about this survey. Thank you very much for your time.
